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DESCRIPTORS Abstracts; *Annotated Bibliographies; *Exceptional Child Education; *Handicapped Children; Parent Child Relationship; *Parent Counseling; *Parent Education; Parent Influence; Parent Role; Parent School Relationship

ABSTRACT

The selected bibliography on parent education and parent counseling contains approximately 98 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1952 to 1971. (CB)

ED 069070



PARENT EDUCATION / PARENT COUNSELING

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 631

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EC 050 145

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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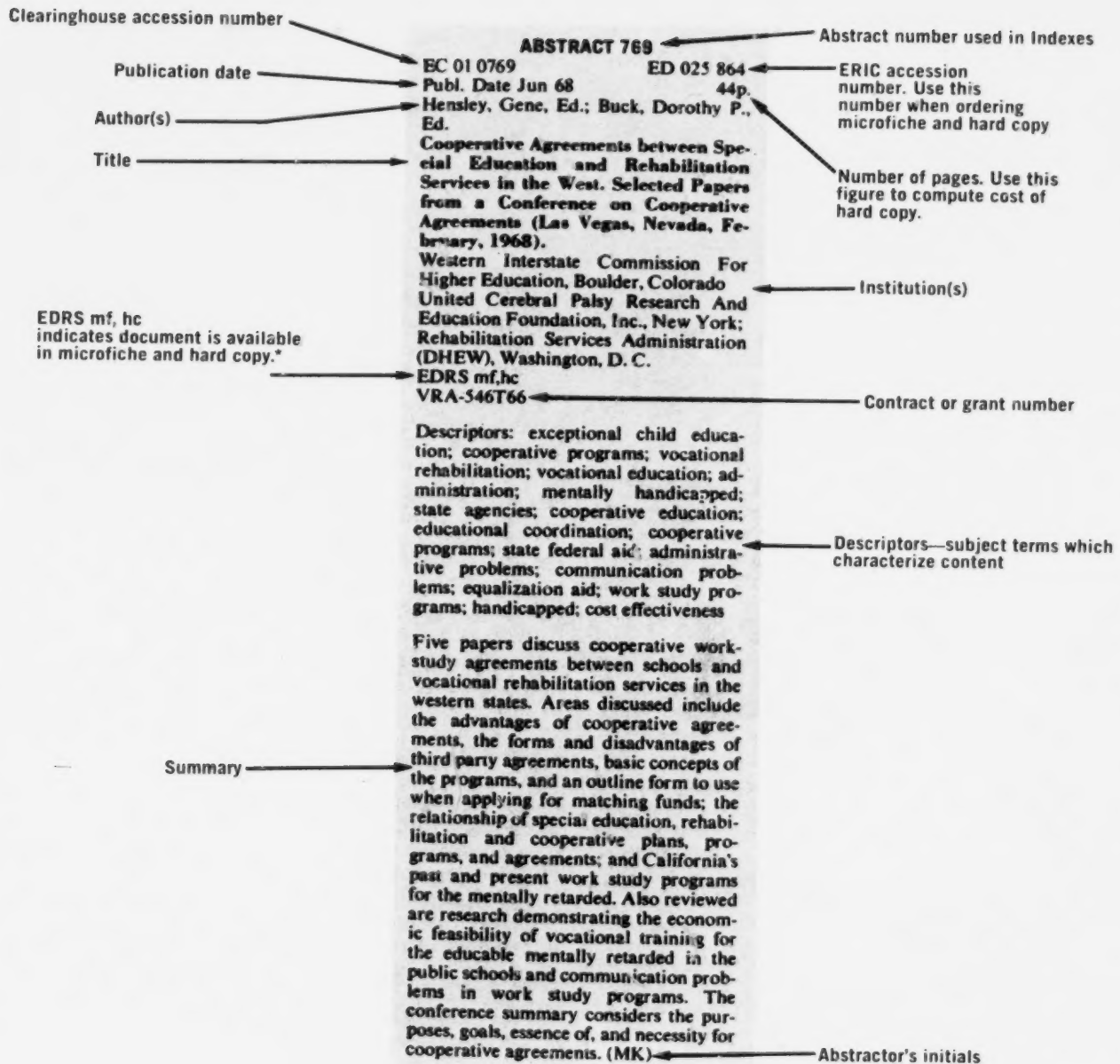
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Sample Abstract Entry



*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Parent Education/Counseling* from the Center's computer file of abstracts are listed alphabetically below:

Family Influence
Parent Associations
Parent Attitudes
Parent Child Relationship
Parent Education
Parent Conferences
Parent Counseling
Parent Influence
Parent Involvement
Parent Participation
Parent Reaction
Parent Responsibility
Parent Role
Parent School Relationship
Parent Teacher Conference
Parent Teaching Cooperation
Parent Workshops
Parental Aspiration
Parents

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Elementary School Guidance and Counseling
Exceptional Children
Genetic Psychology Monographs
Journal of Autism and Childhood Schizophrenia
Journal of Health and Social Behavior
Journal of Learning Disabilities
Journal of Pediatrics
Journal of Speech and Hearing Disorders
New Outlook for the Blind
Rehabilitation Teacher
Social Work
Teaching Exceptional Children
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10053

EC 01 0053 ED 011 711
 Publ. Date 64
 Lowenfeld, Berthold
Our Blind Children, Growing and Learning with Them.
 EDRS not available

Descriptors: exceptional child education; visually handicapped; family (sociological unit); children; child rearing; social development; blind; parent attitudes; nursery schools; kindergarten; elementary grades; residential schools; instructional materials; adolescents; parent responsibility; student placement; infants; children

Written as an aid to parents, this book presents facts on blindness and practical information on the rearing of blind children from infancy through adolescence. Information is given about teaching blind children skills and habits related to eating, toilet training, sleeping, dressing, walking, talking, and playing. Schooling and related questions of readiness, placement, and special materials and methods are discussed. Concerns of the blind adolescent are presented. Questions often asked by parents of blind children are answered in a separate chapter. The appendix lists 34 books and pamphlets about children and blind children, three periodicals and seven organizations concerned with the blind, and sources of information about educational facilities for the blind. This book is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for \$7.00. (MY)

ABSTRACT 10240

EC 01 0240 ED 018 023
 Publ. Date 67
 Cruickshank, William M.
The Brain-Injured Child in Home, School, and Community.
 EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children,

the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for \$6.50. (DF)

ABSTRACT 10250

EC 01 0250 ED 018 049
 Publ. Date 67
 Ellingson, Careth
The Shadow Children, a Book about Children's Learning Disorders.
 EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for \$6.50. (DF)

ABSTRACT 10363

EC 01 0363 ED 019 766
 Publ. Date 66
 Ehlers, Walter H.
Mothers of Retarded Children, How They Feel, Where They Find Help.
 EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; parents; psychological needs; mothers; mother attitudes; interviews; special services; community services; counseling services; field interviews; health services; socioeconomic status; day care services; social services; psychological services; medical services; case studies (education); minimally brain injured

The research study investigated how mothers of mentally retarded children perceived the retardation, how they made decisions in seeking and using help, and how they reacted to and valued services rendered. The 24 subjects were mothers whose retarded children were classified as brain injured (including mongoloid), had IQ's below 54, and were less than 10 years of age. A field study approach with a focused interview was employed. In addition, interview data, case records, related documents, and interviews with the clinic staff were analyzed. Information is included on (1) the children, the families, and the service program, (2) the mothers, and (3) the services of the clinic. Implications are drawn from the summary, findings, and conclusions of the study. Significant services now available and prospects for the future are discussed. Appendixes give (1) characteristics of the families, (2) organization and classification of instructional groups, (3) data guide, and (4) recommendations of the President's Panel on Mental Retardation. A bibliography lists 151 entries. This book was published by Charles C Thomas, Bannerstone House, 301-327

East Lawrence Avenue, Springfield, Illinois 62703, and is available for \$6.75. (DF)

ABSTRACT 10570

EC 01 0570 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.

Recreation for Retarded Teenagers and Young Adults.

EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 (\$4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplement

ABSTRACT 10602

EC 01 0602 ED N.A.
Publ. Date 67 272p.
Arthur, Julietta K.

Employment for the Handicapped; A Guide for the Disabled, Their Families, and Their Counselors.

EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 (\$5.95).

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunities; government employees; job training; educational programs; college attendance; attitudes; homebound; self employment; directories

Written to serve as a resource for the disabled, their families, counselors, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the pros and cons of college,

meeting the employer halfway, whether or not to tell about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (JD)

ABSTRACT 10873

EC 01 0873 ED 012 122
Publ. Date 64
Ayrault, Evelyn West

You Can Raise Your Handicapped Child.

EDRS not available
G. P. Putnam's Sons, New York, New York 10016 (\$5.95).

Descriptors: exceptional child education; family (sociological unit); handicapped children; child rearing; parents; psychological evaluation; mental retardation; behavior; parent attitudes; recreation; case studies (education); physically handicapped; mentally handicapped; behavior problems; directories; state programs; instructional materials; guides

Designed as a guide for parents of handicapped children, this book provides information on types of handicaps and the aims and techniques of treatment, therapy, and education. Specific recommendations to help parents raise a handicapped child are discussed. Behavior problems, parent attitudes, daily problems, and recreation are examined in detail and illustrated by case studies. Included are charts listing each state's provisions for special education, vocational rehabilitation, state care, and state aid. Addresses are given for national and state agencies serving handicapped children. (MY)

ABSTRACT 11284

EC 01 1284 ED 021 379
Publ. Date 25 Apr 66 192p.
Egg, Maria

Educating the Child Who Is Different.

EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 (\$4.50).

Descriptors: exceptional child education; mentally handicapped; curriculum; family (sociological unit); parent counseling; parent attitudes; parent teacher cooperation; day schools; residential schools; placement; teaching methods; student characteristics; art; music; mathematics; language arts; religious education

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part I considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately

retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

ABSTRACT 11346

EC 01 1346 ED 002 804
Publ. Date Apr 62 148p.
Leichman, Nathan S.; Willenberg, Ernest P.

Parent Attitudes in Rearing Mentally Retarded Children.

California State Department Of Education, Sacramento
Office Of Education (DHEW), Washington, D. C.

EDRS mf, hc
OEC-SAE-7146 CRP-175

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; mental retardation; children; parent child relationship; parent responsibility; child rearing; family problems; factor analysis; motivation techniques; rewards; parent education; interviews; educable mentally handicapped; trainable mentally handicapped; parent school relationship; self evaluation; attitudes

Positive and negative aspects of rearing mental retardates were identified and measured during this study by examinations of parental attitudes and how these attitudes often affect the daily behavior and learning readiness of children while in school. Behavioral factors of the individual child were analyzed and compared with statistics covering family status and stability, and both considerations were investigated as relative contributors to parental attitude. The sample was drawn from parents of 400 mentally retarded children, varying in mental ability and family-school environments and representing a wide range of social, economic, and cultural influences. The data were gathered through direct interviews with the parents. Findings indicated that most pertinent in an index of family acceptance or integration were those qualities in the parents themselves related to high self esteem, low child rearing anxiety, low sex anxiety, high husband-wife agreement on child rearing techniques, low feelings of self blame, and high affectional interchange between the child and both parents. Further research was indicated in the areas of parent counseling and parent-school interaction and cooperation. (JH)

ABSTRACT 11382

EC 01 1382 ED N.A.
Publ. Date 66 56p.
Kramm, Elizabeth R.

Families of Mongoloid Children.

Welfare Administration (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CB-401-1963

Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); family relationship; mongolism; family problems; parent attitudes; interviews; community attitudes; residential care; parent counseling; behavior problems; child rearing; identification

The interview responses of parents of 50 mongoloid children are presented and discussed. The parents' statements explain when and how they learned the child was a mongoloid and describe the child in the home and in the neighborhood with regard to traits, behavior, and discipline, explaining the child's acceptance by grandparents, brothers and sisters, and neighbors, fears about sexual maturity, and meeting special needs. Aspects of the future are discussed by parents of children on the waiting list for institutional placement and by parents of children not on the list; patterns of the two groups are defined. Responses concerning the effect on the parents treat marital closeness, family planning, social activities, and personal attitudes. Implications of the study involve information programs, initial counseling, guidance in supervision, services, institutionalization, and research. Two tables and 53 selected references are provided. (LE)

ABSTRACT 11384

EC 01 1384 ED N.A.
Publ. Date 11 Oct 68 175p.

Smith, Bert Kruger

Your Nonlearning Child: His World of Upside Down.

EDRS not available

Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 (\$4.95).

Descriptors: exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinics; self concept; case studies (education); family problems; educational programs; educational planning; child rearing; special schools; educational legislation; student teacher relationship; parent child relationship

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training; guidelines for teachers describe sources of help includ-

ing the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources. (LE)

ABSTRACT 11477

EC 01 1477 ED N.A.
Publ. Date Dec 67 2p.

Gust, Tim

Concerns of Parents of Handicapped College Students.

EDRS not available

Exceptional Children; V34 N4 P275-6
Dec 1967

Descriptors: exceptional child research; handicapped children; parent attitudes; parent counseling; educational facilities; college students; college environment; peer acceptance; employment opportunities

A questionnaire completed by 39 sets of parents of handicapped college students indicated that the parents were most concerned with the following: architecturally modified facilities and their children's physical ability to move about; acceptance their children would find in educational, social and employment activities; and their children's unsupervised, independent functioning and equal employment opportunities. The findings thus suggested that professional workers dealing with parents of handicapped students at the precollege level should give the parents more information in these areas and in parent child relationships. (LE)

ABSTRACT 11540

EC 01 1540 ED 029 442
Publ. Date 15 Dec 68 227p.

Walder, Leopold O. And Others

Teaching Parents and Others Principles of Behavioral Control for Modifying the Behavior of Children. Final Report.

Institute For Behavioral Research, Inc., Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.

EDRS mf, hc

OEG-32-30-7515-5024

P-III

BR-5-0402

Descriptors: exceptional child research; behavior change; handicapped children; parent participation; operant conditioning; behavior problems; family problems; parent counseling; parent role; reinforcement; group discussion; sensitivity training; individual counseling; video tape recordings; parent child relationship; program evaluation; rewards; home visits; case studies (education)

A program to teach behavioral analysis principles and applications to parents

and other caretakers of disturbing children (normal, retarded, neurotic, psychotic, and others) was developed while serving 50 families. A nine-family study was then done comparing three 12-week treatments (minimum contact 1, nonoperant 1, and operant 1) in terms of therapeutic process and outcome. A second 12-week treatment period 3 weeks after the first was designed, in part, to offer operant 2 to the six families who had not received operant in treatment period 1. Three measurement periods occurred: one before treatment 1, one after treatment 1, and another after treatment 2. Process data were collected during all treatment periods; and outcome data, based on objective ratings of videotapes of parent-child interactions and parents' psychological test performances were collected during all measurement periods. Children in all groups improved in general behavior categories and in specific-to-each-family categories. Operant groups seemed better but there were not enough cases for statistical significance. The psychological tests of the six operant-only parent pairs improved more than did the three nonoperant-then-operant parent pairs. Recommendations for further research and applications are presented. (Author/JD)

ABSTRACT 11592

EC 01 1592 ED N.A.
Publ. Date 11 Oct 67 273p.

Beck, Joan

How to Raise a Brighter Child; The Case for Early Learning.

EDRS not available

Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 11660

EC 01 1660 ED N.A.
Publ. Date 68 445p.

Barsch, Ray H.

The Parent of the Handicapped Child; The Study of Child-Rearing Practices, American Lecture Series.

Easter Seal Development Center, Milwaukee, Wisconsin
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
P-M-3750

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.50).

Descriptors: exceptional child research; handicapped children; family (sociological unit); child rearing; rating scales; minimally brain injured; blind; cerebral palsy; deaf; mongolism; demography; parent attitudes; identification; communication (thought transfer); self care skills; discipline; sex education; community relations; parental aspiration; religion

A report of a 3-year study of the parents of blind, deaf, mongoloid, brain injured, and cerebral palsied children investigates child rearing practices. The data collection process and the demography of the five populations are discussed. Information is also provided on the following: identification and early infancy; patterns of communication; toilet training; rest and sleep; restrictions, demands, and allowances; sex behavior; sibling attitudes and family limitation; community relations; schooling and parental aspirations; discipline; religion; and parent perceptions and attitudes. The handicapped ranking scale is described, and a summary, critique, and proposals are given. The appendix includes parent questionnaires and behavioral rating scales. (RJ)

ABSTRACT 20478

EC 02 0478 ED N.A.
Publ. Date 69 66p.

Valette, Robert E.

Modifying Children's Behavior; A Guide for Parents and Professionals.

EDRS not available

Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; behavior; child development; reinforcement; child rearing; parent counseling; behavioral counseling; parent child relationship; environmental influences; adjustment (to environment); behavior change; parent education; parent role

Designed to aid parents in helping their handicapped children, the text presents information on behavior and behavior modification. Nine major areas of parental concern are divided into 28 lessons and 158 problems for use in self-instruction, parent counseling, parent education, or teacher inservice training. The areas included are how behavior develops, parental needs and demands, establishing behavioral objectives, how parents can teach desirable behavior, how undesirable behavior is learned, getting ready to change behavior, systems for reinforcing desirable behavior, managing behavior problems, and the happy

family. Appendixes list 13 books and 12 audiovisual materials, and present four forms for parent use. (LE)

ABSTRACT 20479

EC 02 0479 ED N.A.
Publ. Date 67 32p.

Around the Clock Aids for the Child with Muscular Dystrophy.

Muscular Dystrophy Associations Of America, Inc., New York, New York
EDRS not available

Muscular Dystrophy Associations Of America, Inc., 1790 Broadway, New York, New York 10019.

Descriptors: exceptional child services; physically handicapped; self care skills; child care; object manipulation; individual needs; emotional adjustment; parent role; Muscular Dystrophy

The illustrated handbook for parents describes procedures and simple devices for child or parent to use in meeting the child's daily self care needs. Procedures to help the child with muscular dystrophy throughout the day include awakening, sitting up, getting out of bed by use of board, transfer to wheel chair with help or with the mechanical lift; to the bathroom, bathroom seating, washing and grooming, brushing teeth and combing hair; putting on trousers, putting on shirt; sitting at table, using pillows, slings, eating; the emotional picture, recreation, picking up objects, travel, curbs and cars; getting ready for bed, removing shirt, removing trousers, into the bath, getting into bed; and changing positions with help, sleep care and aids for sleep comfort. (LE)

ABSTRACT 20609

EC 02 0609 ED N.A.
Publ. Date 64 155p.

Egg, Maria

When a Child is Different; A Basic Guide for Parents and Friends of Mentally Retarded Children.

EDRS not available

John Day Company, Inc., 62 West 45th Street, New York, New York 10036 (\$3.75).

Descriptors: exceptional child education; mentally handicapped; parent attitudes; family influence; self care skills; eating habits; speech skills; training techniques; interpersonal competence; social integration; child rearing; parent role; parent child relationship; social development; teaching methods

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the benefits and instruction of good habits and general training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking,

speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

ABSTRACT 20871

EC 02 0871 ED 028 567
Publ. Date 69 413p.

Kvaraceus, William C.; Hayes, E. Nelson

If Your Child Is Handicapped.

EDRS not available

Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 (\$7.95).

Descriptors: exceptional child services; handicapped children; family problems; physically handicapped; parent attitudes; orthopedically handicapped; cerebral palsy; epilepsy; special health problems; mentally handicapped; emotionally disturbed; aurally handicapped; visually handicapped; diseases; parent reaction; emotional adjustment; medical treatment; educational programs; child rearing

Intended for parents of handicapped children and the specialists who work with them, this collection includes highly personal accounts of the experience of having a handicapped child. Included are 11 accounts by parents of the cerebral palsied and orthopedically handicapped, eight by parents of the mentally retarded, nine by parents of the deaf, six by parents of the emotionally disturbed, and seven by parents of children with special health problems. (JD)

ABSTRACT 21173

EC 02 1173 ED N.A.
Publ. Date 65 373p.

Spock, Benjamin; Lerrigo, Marion O.

Caring for Your Disabled Child.

EDRS not available

Crowell Collier And Macmillan, Inc., 866 Third Avenue, New York, New York 10022 (\$4.95).

Descriptors: handicapped children; physically handicapped; parent child relationship; parent role; rehabilitation; medical services; educational needs; employment opportunities; recreational activities; social adjustment; sex education; self care skills; prostheses; family problems; educational programs

Written basically for parents of handicapped children, the book offers suggestions for care, advice on behavior, and discusses the needs of both parent and child. Some areas of concern are understanding of parent and child problems in daily family living, the relationship and search for medical care, hospitalization and therapy, parental emotions concerning the child's education, educational needs and facilities, and problems in actual school situations. Information is also presented on possible employment, parental influence in choosing a vocation, attainment of goals, suggestions for recreation and play activities, and sexual and social development problems from childhood through adulthood. Also dis-

cussed are problems in home management, some self help aids, and suggestions for the easier management of braces, wheelchairs, crutches, artificial limbs, and elimination processes. Suggested readings and a list of helpful agencies are provided. (JM)

ABSTRACT 21210

EC 02 1210 ED N.A.
Publ. Date 69 120p.
Kronic, Doreen
They Too Can Succeed: A Practical Guide for Parents of Learning-Disabled Children.
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 (\$3.75).

Descriptors: exceptional child education; learning disabilities; parent education; interpersonal competence; parent child relationship; child rearing; parent attitudes; learning activities

Written for parents of children with learning disabilities, the text offers practical hints for the solution of recurring education, physical, and social problems. Discussion is presented on a definition of learning disability, parental attitudes, social interaction and training, sibling relationships, parent-child communication, responsibility with pets, residential schools, goal setting, and recreational camp choice. Other areas of concern are hope for parents and hints for daily living detailing hints on structure and dressing, distractibility, body concept, body orientation, gross and fine motor control, tactual perception, visual motor skill, visual perception and discrimination, visual dissociation and sequential memory, auditory perception and discrimination, rhythm and auditory sequential memory, discrimination of size and quantity, concept of time, vocabulary, concept formation, and family activities. (JM)

ABSTRACT 21412

EC 02 1412 ED N.A.
Publ. Date Dec 69 5p.
Warnick, Lillian
The Effect upon a Family of a Child with a Handicap.
EDRS not available
New Outlook For The Blind; V63 N10 P299-8 Dec 1969

Descriptors: exceptional child services; parent reaction; parent counseling; handicapped children; emotional adjustment; stress variables; family problems

The effects on a family of a child with a handicap are discussed. The main areas of concern are family reaction to early identification, periods of stress for the family, and parental counseling. Attention is paid to the availability of services to the family, the crises that strike, the attributes of a good counselor, parental preferences in counseling, group counseling, and parent groups. (JM)

ABSTRACT 21472

EC 02 1472 ED 034 50
Publ. Date 68 76p.
Battin, R. Ray; Haug, C. Olaf
Speech and Language Delay: A Home Training Program.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$5.50).

Descriptors: exceptional child education; language handicapped; speech handicapped; teaching methods; motivation; auditory training; parent participation; home programs; memory; visualization; aurally handicapped; language development; retarded speech development; parent role; speech therapy

Designed by the authors as an aid to parents of children with speech and language delay, the book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 (\$5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationship; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21739

EC 02 1739 ED 035 118

Publ. Date 68 164p.
Kirk, Samuel A. And Others
You and Your Retarded Child.
EDRS not available
Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 (\$1.50).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent participation; mental retardation; child development; parent child relationship; behavior problems; community programs; language development; behavior development; social development; self care skills; child rearing; residential care

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

ABSTRACT 21940

EC 02 1940 ED 036 919
Publ. Date 69 102p.
Craft, Michael
Speech Delay: Its Treatment by Speech Play.
EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$5.50).

Descriptors: exceptional child education; retarded speech development; parent participation; language development; handicapped children; physically handicapped; emotionally disturbed; aurally handicapped; minimally brain injured; stuttering; mentally handicapped; mongolism; deaf; teaching methods; twins; multiply handicapped; speech therapy; self care skills; special schools; professional personnel

Directed to parents, the text discusses normal and delayed speech development and considers the causes of delay. Suggestions are given for helping deaf, emotionally disturbed, brain damaged, and physically handicapped children. Additional suggestions are provided for parents of twins, of stutterers, and of mongoloid or multiply handicapped children. Directions are given for teaching the right words and for handling difficult ones. Speech play at school and special, self care, speech situations are described; the art of conversation and the parents' relationship with professionals are discussed. Appendixes list: a suggested first 50-word vocabulary, speech exercises, and materials and equipment. (JD)

ABSTRACT 21982

EC 02 1982 ED 036 960
 Publ. Date 69 43p.
 Pattullo, Ann

Puberty in the Girl Who is Retarded.
 National Association For Retarded
 Children, New York, New York
 EDRS mf,hc

National Association For Retarded
 Children, 420 Lexington Avenue, New
 York, New York 10017 (\$1.00).

Descriptors: exceptional child education; mentally handicapped; sex education; females; parent education; contraception; sexuality; ethical instruction; self care skills; hygiene; adolescence; social development; dating (social); marriage; educable mentally handicapped

Designed to help mothers of mentally retarded girls deal with the problems and concerns of puberty, the booklet provides information on physical and emotional changes, menstruation, masturbation, heterosexual behavior, contraception, protection against sexual aggression, the possibilities of marriage, and additional sources of information. Instruction in menstrual hygiene is presented with diagrams illustrating correct methods of self care during menstruation. Simplified definitions of words for sexual organs and functions are listed. (RD)

ABSTRACT 22198

EC 02 2198 ED 037 850
 Publ. Date Jan 70 167p.

Love, Harold D.
Parental Attitudes toward Exceptional Children.
 EDRS not available
 Charles C Thomas, Publisher, 301-327
 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Descriptors: exceptional child education; handicapped children; gifted; parent attitudes; parent counseling; parent education; mentally handicapped; physically handicapped; emotionally disturbed; aurally handicapped; visually handicapped; special health problems; psychological characteristics; incidence

Written to aid the professional in understanding parental attitudes toward their exceptional children in counseling, the text could also be used by parents to better understand their children. Described are types of exceptionalities, incidence, psychological assessment and evaluation, and the intelligence range from mentally handicapped to the gifted. Discussions concern various parental reactions to their handicapped child, research on these attitudes toward mentally handicapped children, advice to parents, and parental attitudes toward the physically handicapped child, the gifted, the blind, the deaf, the emotionally disturbed, and those children with special health problems. Also analyzed are the psychological problems of parents with blind or deaf children. (JM)

ABSTRACT 22230

EC 02 2230 ED 037 882

Publ. Date 70 224p.
 Finnie, Nancie R.
Handling the Young Cerebral Palsied Child at Home.

EDRS not available
 E. P. Dutton And Company, Inc., 201
 Park Avenue South, New York, New
 York 10003 (\$6.95).

Descriptors: exceptional child services; cerebral palsy; parent education; physical development; child care; motor development; parent role; physical activities; physically handicapped

Written primarily for parents of cerebral palsied children, the text discusses and illustrates methods for handling the child in daily activities. Introduced with a questionnaire concerning developmental stages and activity levels, the manual describes the most common difficulties of the spastic, athetoid, ataxic, or flaccid child. Drawings and explanations included concern general advice, the development of movement, carrying, bathing, toilet training, dressing, feeding, transporting devices, sleeping, play, and linking play with everyday activities. Also provided are lists for additional reading, terminology, and suppliers of accessories and equipment. (JM)

ABSTRACT 22469

EC 02 2469 ED N.A.
 Publ. Date 70 86p.

Semple, Jean E.
Hearing-Impaired Preschool Child.
 EDRS not available
 Charles C Thomas, Publisher, 301-327
 East Lawrence Avenue, Springfield, Illinois 62703 (\$5.75).

Descriptors: exceptional child education; aurally handicapped; parent education; hearing aids; language development; speech improvement; discipline; auditory training

Written for parents, the book explores child rearing problems which might be encountered by parents of young hearing impaired children. Information is presented in areas where conventional child rearing philosophy must be modified: parental attitudes, communication, discipline, and toilet training. Function and care of hearing aids are explained. Normal speech and language development is interpreted in relation to the hearing impaired child. The latter half of the book contains a series of lesson plans which progress from gross to fine sound discrimination. Emphasis is first on building vocabulary and language concepts, followed by training in speech sounds. Appendixes include reference and teaching materials. Of particular interest is a program outline for auditory training, which suggests possible teaching units. (JB)

ABSTRACT 22470

EC 02 2470 ED N.A.
 Publ. Date 66 133p.

Myklebust, Helmer R.
Your Deaf Child: A Guide for Parents.
 EDRS not available

Charles C Thomas, Publisher, 301-327
 East Lawrence Avenue, Springfield, Illinois 62703 (\$4.50).

Descriptors: aurally handicapped; parent education; child rearing; parent child relationship; parent attitudes; self care skills; childhood needs; communication skills; expectation; services

Written for parents, the book explores problems which are faced in rearing deaf and hard-of-hearing children. General orientation material includes a definition and history of deafness and sound, and function of the ear, with special application to children. Causes and types of deafness are explained, as are possible attitudes toward the deaf. Discussion of the deaf child covers his needs (family, success, independence, etc.); learning to care for himself; learning to communicate (speech, hearing aid, speech reading, auditory training, etc.); and what parents may expect from their child in terms of personality, school achievement, earning a living, etc. A final chapter is devoted to sources of help for parents, lists of organizations and schools for the deaf and hard-of-hearing, and reading materials. (JB)

ABSTRACT 22755

EC 02 2755 ED 039 697
 Publ. Date Mar 70 42p.

Fils, David H.; Attwell, Arthur A.
Counseling Parents of Mentally Retarded Children and Youth.
 Los Angeles County Superintendent Of
 Public Schools, California
 Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And
 Secondary Education
 EDRS mf,hc
 OEG-10-000-0251/942

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent education; parent child relationship; parent associations

Written in question and answer form, the guide for parents of mentally handicapped children provides information in the areas of health and medical concerns, assessment of the child's mental ability, parent-child-family relationships, education, psychological and psychiatric adjustments of both child and parent, improving communication, and recreation. Also included are aspects of vocational training, legal and social security provisions, community responsibility, agencies and parent organizations, developmental landmarks for normal and Downs Syndrome children, selected reading references, age factors of calorie needs, and a nutrition chart. (RD)

ABSTRACT 30128

EC 03 0128 ED N.A.
 Publ. Date 69 8p.

The Preschool Deaf-Blind Child.
 American Foundation For The Blind,
 New York, New York
 EDRS not available
 American Foundation For The Blind,
 15 West 16th Street, New York, New
 York 10011.

Descriptors: multiply handicapped; deaf blind; self care skills; preschool children; parent role

Addressed to parents of deaf blind preschoolers, the pamphlet suggests ways of helping the child learn self care skills. Walking, eating, toilet habits, sleeping, dressing, and speech are touched upon. (JD)

ABSTRACT 30142

EC 03 0142 ED N.A.
Publ. Date Oct 70 534p.
Wunderlich, Ray C.

Kids, Brains, and Learning.

EDRS not available
Johnny Reads, Inc., Box 12834, St. Petersburg, Florida 33733 (\$10.50 HC, \$7.50 PB).

Descriptors: exceptional child education; learning disabilities; minimally brain injured; child development; learning characteristics; perceptual motor learning; perception; intervention; educational needs; reading; arithmetic; parent role

Directed to parents as well as professionals, the text discusses brain injury, learning, its disorders, perception, and human evolution. Further areas investigated include reading and arithmetic, educational programs and needs, early childhood intervention, and treatment in sensory, perceptual and motor development. (JD)

ABSTRACT 30160

EC 03 0160 ED N.A.
Publ. Date 65 223p.
Ginott, Haim G.

Between Parent and Child.

EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$5.95).

Descriptors: child rearing; parent child relationship; family life; parent role; childhood needs; family relationship; child psychology; parent responsibility; discipline; parent counseling; sex education; anxiety; child responsibility

The book's stated purpose is to help parents identify their goals in relation to children and to suggest methods of achieving those goals. It offers concrete suggestions and preferred solutions for dealing with everyday situations and psychological problems faced by parents. Basic principles are also provided to guide parents toward a mutually respectful relationship with their children. Specific areas covered are conversation, praise and criticism, avoidance of self-defeating patterns, responsibility and independence, discipline, a day in the child's life, sibling jealousy, sources of anxiety in children, sex education, sexual role and social function, and professional help for both children and parents. (KW)

ABSTRACT 30205

EC 03 0205 ED N.A.
Publ. Date 70 20p.

Bryant, John E.

Helping Your Child Speak Correctly.

EDRS not available
Public Affairs Committee, 381 Park Avenue South, New York, New York 10016 (\$0.25).

Descriptors: exceptional child education; speech handicapped; parent education; speech therapists; language development; speech improvement; teaching methods

Normal development of speech is discussed and causes of speech problems are examined. Suggestions enabling parents to encourage normal speech development and assist in correcting speech problems are provided. Work of the speech therapist is described, and the parent child relationship and parent responsibilities are considered. (MS)

ABSTRACT 30211

EC 03 0211 ED N.A.
Publ. Date 66 317p.
Engelmann, Siegfried; Engelmann, Therese

Give Your Child a Superior Mind.

EDRS not available
Simon And Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$6.50).

Descriptors: early childhood education; preschool education; teaching methods; curriculum; learning processes; intellectual development; parent role

Written to assist parents who are uncertain about how to best help their preschool children develop and learn, the text first discusses some famous child prodigies. The learning process is explained and 18 specific suggestions for teaching are provided. Preschool curriculum concepts are divided into age range groups from birth to five years. Teaching methods are described for each concept and materials and games are suggested. (RJ)

ABSTRACT 30283

EC 03 0283 ED N.A.
Publ. Date Aug 70 47p.

Child-Care Attitudes and Emotional Disturbance among Mothers of Young Children.

EDRS not available

Genetic Psychology Monographs; V82
First Half P3-47 Aug 1970

Descriptors: exceptional child research; child rearing; emotionally disturbed; mother attitudes; parent child relationship; child care; institutionalized (persons); etiology; adjustment (to environment); psychological characteristics

To determine if maladaptive attitudes toward particular child care issues may be a developmental factor in emotional illness following childbirth, 35 hospitalized and 35 matched nonhospitalized women were tested. Results indicated that denial of child rearing concerns and the attitude that establishing reciprocity with the baby is unimportant were characteristic of mothers hospitalized during

the first 3 postnatal years. Also found were a less sound social adjustment and greater conflict in resolving life issues at the time of hospitalization associated with maladaptive child care attitudes. Rather extensive information is presented on the background of the subjects, previous research, the survey of attitudes used, and the results of the survey. An example of the survey is appended. (Author/JM)

ABSTRACT 30356

EC 03 0356 ED N.A.
Publ. Date 60 270p.
Strang, Ruth

Helping Your Gifted Child.

EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 (\$4.95).

Descriptors: exceptional child education; gifted; child rearing; child development; parent role; childhood needs; emotional problems

Intended for parents of gifted children, the book contains basic and helpful information on child rearing. Types of giftedness are defined, and what it takes to make a gifted child is explained (influences of heredity, home environment, family relations, opportunities to develop his abilities). The gifted child at the preschool level, elementary school level, and as an adolescent is discussed, with examples of gifted child behavior presented and indications given to parents as to what they can expect of their children and how they can help guide their development. Problems of gifted children are covered, and the parents' role and responsibility defined. Appended are lists of suggested books for parents and for gifted children at all age levels. (KW)

ABSTRACT 30456

EC 03 0456 ED N.A.
Publ. Date 63 94p.
Rosar, V. W.

Perthes and Parents.

EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$4.75).

Descriptors: physically handicapped; orthopedically handicapped; medical evaluation; medical treatment; homebound; hospitalized children; parent role; family attitudes; emotional adjustment

The book was written by the mother of a child with Perthes Disease (affecting the hip joint), with the consultation of orthopedists and other medical and hospital personnel. It is intended to provide objective information to parents and ideas for the care of Perthes children. What the disease is, how it is treated, what the parent can do, and divided medical opinion about the disease are explained. The choice of hospital or home care, the emotional health of the family, and the process of relearning to walk are examined. (KW)

ABSTRACT 30468

EC 03 0468 ED N.A.
 Publ. Date 70 73p.
 Berko, Frances G. And Others
Management of Brain Damaged Children: A Parents' and Teachers' Guide.
 EDRS not available
 Charles C Thomas, Publisher, 301-327
 East Lawrence Avenue, Springfield, Illi-
 nois 62703 (\$6.50).

Descriptors: neurologically handi-
 capped; minimally brain injured; clinical
 diagnosis; child rearing; medical
 evaluation; social development; percep-
 tually handicapped; educational diagno-
 sis; behavior problems; parent role

The consideration of problems associat-
 ed with childhood brain damage is de-
 signed so that its informational content
 is sufficient to be of value to physicians,
 psychologists and teachers, yet it con-
 tains practical, useful guidance for par-
 ents responsible for the day-to-day care
 and training of such children. A defini-
 tion of the brain damaged child is given,
 and the procedure of clinical diagnosis
 discussed. Explored are the educational
 and social implications of the special
 problems of brain damage, including
 functional, perceptual, behavior, linguis-
 tic, and general intellectual function
 problems. Implications for home man-
 agement of the brain damaged child are
 elaborated upon in a discussion of the
 need for structure, daily routines, disci-
 pline, and early linguistic training. A
 glossary is included. (KW)

ABSTRACT 30473

EC 03 0473 ED N.A.
 Publ. Date Nov 70 7p.
 Goldenberg, Herbert; Goldenberg, Irene
**Out of the Classroom: School Phobia: Childhood Neurosis or Learned
 Maladaptive Behavior?**
 EDRS not available
 Exceptional Children; V37 N3 P220-6
 Nov 1970

Descriptors: child psychology; emotion-
 ally disturbed; school phobia; neurotic
 children; behavior problems; anxiety;
 parent child relationship; self concept;
 psychotherapy; separation anxiety

The process of separation is described
 with characteristics of the normal and
 the disturbed separation. Various ex-
 planations for the etiology of school
 phobia are presented including the con-
 cepts of separation anxiety; mother-
 child symbiosis; the interaction of ag-
 gression, regression, and dependency;
 unrealistic self-image; and school avoid-
 ance and positive home reinforcement.
 Therapeutic strategies are suggested,
 and conclusions and implications for
 future research are noted. (RD)

ABSTRACT 30508

EC 03 0508 ED N.A.
 Publ. Date 70 24p.
 Barman, Alicerose; Cohen, Lisa
**Help for Your Troubled Child. Public
 Affairs Pamphlet No. 454.**

EDRS not available
 Public Affairs Committee, Inc., 381
 Park Avenue South, New York, New
 York 10016 (\$0.25).

Descriptors: exceptional child services;
 emotionally disturbed; psychiatric serv-
 ices; parent role; psychotherapy; parent
 attitudes

Addressed to parents of children who
 are emotionally disturbed or evidence
 behavior problems, the pamphlet an-
 swers basic questions the parents might
 have. How to decide if professional
 advice is necessary and how to seek it
 are discussed. Types of services avail-
 able (agencies, clinics, schools, private
 practitioners) and types of professional
 workers (psychiatrist, psychoanalyst,
 psychologist, social worker) are ex-
 plained in order that the proper one may
 be selected. How to prepare for therapy,
 what is actually involved in the treat-
 ment of the child, and the parent-thera-
 pist and parent-school relationship are
 each briefly examined. (KW)

ABSTRACT 30547

EC 03 0547 ED N.A.
 Publ. Date Oct 70 10p.
 Hersh, Alexander
**Changes in Family Functioning Fol-
 lowing Placement of a Retarded
 Child.**

EDRS not available
 Social Work; V15 N4 P93-102 Oct 1970
 Paper Presented At The Annual Meet-
 ing Of The American Association On
 Mental Deficiency (92nd, Boston, Mas-
 sachusetts, May 1968).

Descriptors: exceptional child research;
 mentally handicapped; institutionalized
 (persons); family relationship; emotional
 adjustment; parent role; family atti-
 tudes; parent school relationship

The study investigated changes in family
 functioning and interrelationships for
 three months after the placement of a
 mentally retarded child in a residential
 school. The case study method was
 utilized in the study of 15 families. Data
 were obtained by tape-recorded parent
 interviews, case records of the children,
 and interviews with the children's house-
 mothers and the director of education
 (or teachers). Findings showed that most
 families evidenced a four-step emotional
 response following placement: loss, re-
 lief, guilt and ambivalence, then fulfill-
 ment and well-being. Regarding the re-
 sponse of parents in relation to the
 school, it was found that the loss of an
 active parental role created much anxie-
 ty for them. The families were uncertain
 about the placement and their role in
 relation to the school and to their child,
 and further study of the strategies and
 services of schools in relation to parents
 is recommended so that the schools can
 serve the families in addition to the
 child. Implications for social work prac-
 tice are noted. (KW)

ABSTRACT 30550

EC 03 0550 ED N.A.
 Publ. Date 70 72p.
 Valett, Robert E.

**Prescriptions for Learning: A Par-
 ent's Guide to Remedial Home Train-
 ing.**

EDRS not available
 Fearon Publishers, 2165 Park Boule-
 vard, Palo Alto, California 94306
 (\$2.75).

Descriptors: exceptional child educa-
 tion; learning disabilities; educational
 diagnosis; parent role; educational
 objectives; teaching methods

The manual is designed for parents of
 children with learning disabilities, and
 focuses on specific learning skills needed
 by primary level children which can be
 taught by parents. A series of programs
 (forms and suggestions) are provided to
 help parents gather information on their
 child's learning abilities by observing
 him systematically. An inventory of basic
 skills and a developmental task analy-
 sis help the parent identify the basic
 educational skills possessed or not pos-
 sessed. Steps for determining objectives
 (specific target behaviors) and devising
 an actual teaching program (with the
 consultation of teacher or psychologist)
 are outlined and guiding forms provid-
 ed. How to construct certain learning
 aids, obtain educational materials, and
 seek future help are also noted. (KW)

ABSTRACT 30699

EC 03 0699 ED N.A.
 Publ. Date 70 208p.
 McIntire, Roger W.

**For Love of Children: Behavioral
 Psychology for Parents.**

EDRS not available
 CRM Books, Carmel Valley Road, Del
 Mar, California 92014 (\$6.95).

Descriptors: child rearing; childhood
 needs; child psychology; behavior
 change; behavior problems; rewards;
 parent child relationship; reinforcement

Designed for parents, the book explains
 the use of incentives in shaping child
 behavior. Information is provided on
 determining a child's wants and satisfy-
 ing them in a way that provides incen-
 tives for proper behavior. Included are
 suggestions for handling early social
 problems, attention-getting behavior,
 and the teenage years. (MS)

ABSTRACT 30741

EC 03 0741 ED N.A.
 Publ. Date 52 242p.

Baruch, Dorothy W.

One Little Boy.

EDRS not available
 Dell Publishing Company, 750 Third
 Avenue, New York, New York 10017
 (\$1.95).

Descriptors: exceptional child services;
 emotionally disturbed; psychotherapy;
 play therapy; biographies; psychological
 needs; parent child relationship; hostili-
 ty; anxiety

Written for parents by a psychologist, the book is the true story of the hidden emotional life of emotionally disturbed eight-year-old Kenneth and his parents, as discovered during Kenneth's 2 1/2 years of play therapy with the author. The boy's feelings of hostility, anxiety, and guilt, and how he was helped to cope with them, are revealed. Emphasized is the fact that all children have intimate thoughts and feelings and fantasies similar to Kenneth's--his were merely bigger and more unmanageable. The author stresses that if fantasies such as Kenneth's can be accepted by the parent, reading the book as a natural part of childhood and be understood as neither unique nor abnormal, the parent's understanding will be communicated to his child. (KW)

ABSTRACT 30817

EC 03 0817 ED N.A.
Publ. Date 70 320p.
Edelson, Kenneth, Ed.; Orem, R. C., Ed.
The Children's House Parent-Teacher Guide to Montessori.
EDRS not available
Capricorn Books, 200 Madison Avenue, New York, New York 10016 (\$7.95).

Descriptors: educational methods; child rearing; teaching methods; creative development; discipline; parent attitudes; educational programs; sensory experience; language development; handicapped children; parent role; Montessori Method

Articles by specialists in various fields (education, psychology, pediatrics, counseling) and parents present viewpoints on child-rearing and education, especially in terms of specific procedures, activities, and materials for everyday application by teachers and parents. The selections, dealing with preschoolers through adolescents, are primarily concerned with the normal child, though the final section considers the exceptional child. Topics covered by the articles are: discipline and parent attitudes, growth and development, creativity and discovery, new educational programs and needs, the sensory approach to education, language development and meaningful materials, and Montessori and the exceptional child. (KW)

ABSTRACT 30845

EC 03 0845 ED 044 876
Publ. Date 69 542p.
Wolfensberger, Wolf, Ed.; Kurtz, Richard A., Ed.
Management of the Family of the Mentally Retarded: A Book of Readings.
EDRS not available
Follett Educational Corporation, 201 North Wells Street, Chicago, Illinois 60606 (\$12.50).

Descriptors: exceptional child services; mentally handicapped; family management; management; family counseling; family attitudes; counselor role; parent education; parent role; group therapy; home visits; genetics; physicians; institutionalized (persons); caseworkers

The book of readings is intended for persons involved in the management of the family of the mentally retarded, regardless of their professional field or orientation. The term Management of the Family is used to mean the entry of individuals or organizations, in an official or sanctioned capacity, into the family's life in order to benefit the family, the retardate, or the community. Activities included in the definition, and discussed, are referral, fact finding, case evaluation, counseling, psychotherapy, guidance, tuition, education, case work, direction, supervision, and control. Emphasized are the supradisciplinary nature of the management of the family, and the range and continuity of management options. Aspects of the topic focused upon include parental dynamics relative to management (attitudes, emotional responses), management in conjunction with the diagnostic process, casework and counseling principles, special techniques (group approaches, home and long-distance management, parent training in operant conditioning), special guidance (genetic and religious counseling), management considerations for educators, nurses, physicians, and psychologists, special problem groups, and management during and after institutional placement of the retardate. (KW)

ABSTRACT 30846

EC 03 0846 ED 044 877
Publ. Date 70 185p.
Katz, Elias
The Retarded Adult at Home: A Guide for Parents.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105.

Descriptors: mentally handicapped; adults; parent role; child rearing; parent child relationship; family environment; personal adjustment; services

The book provides helpful information to parents of a retarded adult son or daughter who lives at home. Emphasized is the development of often-neglected potential. Presented are general discussions of the importance of the parents' attitudes, mental retardation, and the psychological needs of the adult retardate. Information is provided on types of professional evaluation, and how parents can provide training. Social and personal problems are considered, as are physical and mental health and vocational training opportunities. Services available are summarized. Appendixes are lists of directories, motion pictures, agencies providing information on facilities and services for the retarded adult, and professions assisting the family and the retarded person. (KW)

ABSTRACT 30927

EC 03 0927 ED N.A.
Publ. Date 70 57p.
Wicka, Donna Konkeli; Falk, Mervyn L.
Advice to Parents of a Cleft Palate Child.

EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$3.25).

Descriptors: exceptional child services; speech handicapped; cleft palate; cleft lip; parent education; speech handicaps; child rearing; medical treatment; emotional adjustment; dental health

The book is intended to serve as a source of information for parents of a child with a cleft palate and/or lip. The incidence and etiology of cleft palate are explained, and the speech characteristics of a cleft palate child described. Guidance concerning feeding management and its implications for speech development is given. Advice and details are also given concerning plastic and reconstructive surgery, dental management and its relation to speech, the child's emotional adjustment, and auditory management for the child. Described are some techniques for parents to assist in speech and language development. (KW)

ABSTRACT 31116

EC 03 1116 ED N.A.
Publ. Date 70 404p.
Noland, Robert L., Ed.
Counseling Parents of the Mentally Retarded: A Sourcebook.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.95).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent attitudes; interviews; counseling; group therapy; caseworkers; clergymen; genetics; pastoral counseling; genetic counseling

The collected articles, from a variety of journals and spanning the past 20 years, contain information directed at the counseling of parents of mentally retarded children. The first five articles, providing a general orientation to the topic, reveal parental feelings and attitudes. The six articles of Part 2 deal with the counseling of parents at the initial interview informing them of their child's deficiency, and during the following crisis period. Part 3 contains six articles discussing the group counseling process when used for both orientation and parent therapeutic purposes. The three articles of Part 4 concern the role of family casework activities and the problems involved in the parental decision to institutionalize the child. Part 5, containing five articles, deals with pastoral counseling of parents, and Part 6 (6 articles) deals with genetic counseling. Appendixes list associations for parents of retarded children, clinical programs, and audiovisual materials (primarily films concerning mental retardation). (KW)

ABSTRACT 31117

EC 03 1117 ED N.A.
Publ. Date 70 203p.
Debuskey, Matthew, Ed.; Dombro, Robert H., Ed.

The Chronically Ill Child and His Family.

EDRS not available
Charles C Thomas, Publisher, 301-327
East Lawrence Avenue, Springfield, Illinois 62703 (\$8.00).

Descriptors: exceptional child education; speech handicapped; speech therapy; class activities; speech improvement; elementary school students; dramatics; story telling; discussion (teaching technique)

Designed to be helpful to the classroom teacher and also to the speech therapist, the book suggests activities which will incorporate speech education as an integral part of elementary school education. Following a discussion of the functions of speech and of the learning of sounds and the ability to listen, speech stimulation activities are described (finger plays, action games, oral reading, choral speaking). Other categories of activities for speech covered are dramatic activities, storytelling, talks, conversation, and discussions. (KW)

ABSTRACT 31383

EC 03 1383 ED N.A.
Publ. Date 71 194p.

Becker, Wesley C.
Parents Are Teachers.

EDRS not available
Research Press Company, P. O. Box 3327, Country Fair Station, Champaign, Illinois 61820.

Descriptors: behavior change; child rearing; parent role; behavior; reinforcers; psychology; parent child relationship; negative reinforcement; positive reinforcement; teaching guides

Designed to help parents learn to become more effective teachers of their children, the book contains a program which shows parents how to systematically use consequences, i.e., reinforcers and punishers, to teach children in positive ways. The program has been used successfully with disadvantaged parents and parents of children with special behavior problems, but is also intended to be useful to average parents. The program contains 10 units, accompanied by exercises, projects to work on various changes the parent wishes to make in himself or in his child, and forms on which to keep records of the target behavior. Units center around the principles of behavior modification and the use of positive and negative reinforcement. (KW)

ABSTRACT 31401

EC 03 1401 ED N.A.
Publ. Date 66 16p.

Havelkova, Milada

The Autistic Child: A Guide for Parents.

EDRS not available
Canadian Mental Health Association, 52 St. Clair Avenue East, Toronto 290, Ontario, Canada.

Descriptors: exceptional child education; emotionally disturbed; autism; par-

ent role; child rearing; family (sociological unit); early childhood; preschool children; parent child relationship; guidelines

Intended for parents and others who participate in the care and treatment of autistic children, the booklet is a brief guide to the understanding and care of such children. It focuses upon children aged 3-5 years. Some of the most common symptoms of the autistic child are described, as are common parent reactions. Guidelines for dealing with the autistic child are offered, including practical suggestions related to parent-child and sibling relationships, physical care, eating, sleeping, aggression and destruction, toilet training, and illness. (KW)

ABSTRACT 31580

EC 03 1580 ED N.A.
Publ. Date Feb 71 6p.
Hill, Arlene

Some Guidelines for Sex Education of the Deaf Child.

EDRS not available
Volta Review; V73 N2 P120-5 Feb 1971

Descriptors: exceptional child education; aurally handicapped; sex education; parent role; child development; child rearing; sexuality

The author suggests positive steps parents can take to educate a deaf child about sex and help him adjust to his developing personality and bodily changes. Stages of development of sexual feeling in children are described in conjunction with behavior patterns which can be expected in the child between infancy and age 6 years. Suggestions include providing the child with a vocabulary for communication about sex, early introduction in other contexts of the more difficult concepts the child will need later to understand reproduction, and recognition that, since the deaf child learns much through nonverbal communication, the parents' actions in a loving home environment can serve as a constant, positive form of sex education. (Author/KW)

ABSTRACT 31598

EC 03 1598 ED 046 456
Publ. Date 69 57p.

Doernberg, Nanette And Others
A Home Training Program for Young Mentally Ill Children.

League School For Seriously Disturbed Children, Brooklyn, New York
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; early childhood; parent education; parent child relationship; longitudinal studies; family (sociological unit); parent role; program descriptions; intervention

To develop a meaningful intervention for waiting list families and their preschool emotionally disturbed children, a home training program for the parent and child was initiated. The focus of the

program was on productive cooperation between parents and professionals. During a period of 2 years, 45 families completed the program. The program consisted of individual instruction with a parent, and parent and professional group meetings on a regular basis. The researchers felt the program of direct approach to parents offered an effective, realistic approach to the very young emotionally disturbed child to whom traditional therapies were often unavailable. It was concluded that the approach improved the mental health of the family by strengthening the parents' self concept and enabling them to use themselves more productively as family members. (CD)

ABSTRACT 31657

EC 03 1657 ED N.A.
Publ. Date Feb 71 90p.

Woffensberger, Wolf; Kurtz, Richard A.
Measurement of Parents' Perceptions of Their Children's Development.

EDRS not available
Genetic Psychology Monographs; V83 N1 P3-92 Feb 1971

Descriptors: exceptional child research; mentally handicapped; parent attitudes; prediction; child development; parental aspiration; parent counseling; attitude tests

The study investigated parents' perceptions of their children's development in an attempt to obtain information relevant to the management and counseling of parents of the retarded. Two techniques designed to be useful for assessment or guidance facilitation were developed. The Parental Realism Assessment Technique, which assesses parents' concurrent realism about their child's behavioral attainments, requires them to estimate their child's developmental age in eight areas. Estimates are converted into developmental quotients (DQs) and compared to DQs in each area as derived from tests or observations. The second technique, the Parental Expectation of Child Development Technique assesses parents' predictive realism by obtaining eight parental projections of their children's development into adulthood. The techniques were piloted on 190 parents of 117 developmentally retarded children. Parents were found to be quite realistic about concurrent retardation (69% of parents' estimates of global intelligence fell within 15 DQ points of the test DQ), but very unrealistic in predicting vast improvements, particularly in academic achievement. Parents expected about two-thirds of the children to become normal, and 23% to finish high school. Parents who were Protestant, of high socio-economic status, and with less retarded children were more realistic than Catholics, low SES parents, and parents with more severely retarded children, respectively. It was concluded that the construct of parental realism must be divided into concurrent and predictive realism, and that parents are apt to be realistic on the first and

unrealistically over optimistic on the second construct. (KW)

ABSTRACT 31689

EC 03 1689 ED N.A.
Publ. Date 71 24p.
Minde, K.

A Parents' Guide to Hyperactivity in Children.

EDRS not available
Quebec Association For Children With Learning Disabilities, 6338 Victoria Avenue, Montreal 252, Quebec, Canada (\$1.00).

Descriptors: exceptional child education; hyperactivity; parent education; parent role; child rearing

For the benefit of parents of hyperactive children, the booklet describes some of the common difficulties experienced by hyperactive children, particularly at home. Discussed are typical characteristics of hyperactivity, who is affected, main difficulties encountered, how parents can help, types of management, and possible daily problems to overcome in raising a hyperactive child. (KW)

ABSTRACT 31699

EC 03 1699 ED N.A.
Publ. Date 71 16p.

Toys for Early Development of the Young Blind Child.

Illinois State Office Of The Superintendent Of Public Instruction, Springfield, Instructional Materials Center For The Visually Handicapped
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available

Illinois Office Of The Superintendent Of Public Instruction, Instructional Materials Center For The Visually Handicapped, 1020 South Spring Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; toys; resource guides; parent education; infancy; early childhood

The booklet suggests toys which tend to encourage the development of certain skills in the young blind child. Listed are types of toys, their purpose, a sample toy of each type, and the manufacturer of the sample toy appropriate for the following age groups: 6 months to 1 year, 1 to 2 years, and 2-3 years of age. The booklet was designed to accompany kits of toys for each age level, but can also be used independently as a guide. (KW)

ABSTRACT 31700

EC 03 1700 ED N.A.
Publ. Date (70) 31p.
Wing, Lorna

Children Apart: Autistic Children and their Families.

EDRS not available
National Society For Autistic Children, 169 Tampa Avenue, Albany, New York 12208 (\$0.30).

Descriptors: emotionally disturbed; autism; parent education; child rearing

The booklet presents basic information about autistic children and their families. Covered are the prevalence of autism, related learning problems, first signs and symptoms, some of the problems of speech, vision, and movement, behavior problems, and causes. What can be done to help autistic children is summarized. (KW)

ABSTRACT 31882

EC 03 1882 ED N.A.
Publ. Date 66 245p.
Valens, E. G.

A Long Way Up: The Story of Jill Kinment.

EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$5.95).

Descriptors: physically handicapped; biography; personal adjustment; family influence; values

The biography of a young girl whose aspiration to be an olympic skier was destroyed by a serious physical injury is portrayed. Her active, athletic life prior to the skiing accident is contrasted with her slow struggle for independence following almost total paralysis. The impact of what it means to be disabled, what it does to the person and the family, and what it takes to break the emotional and physical bonds a serious injury creates are scrutinized. The narrative recounts the personal adjustment to physical limitations and the discovery of new friends, values, and ideas. (CD)

ABSTRACT 31885

EC 03 1885 ED N.A.
Publ. Date 70 93p.

Kemp, Robert Understanding Epilepsy.

EDRS not available
Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003 (\$2.50).

Descriptors: special health problems; epilepsy; personal adjustment; parent education

Written for the epileptic and his family, the text presents information of a simple practical nature concerning the illness and its management. Chapters on characteristics of epilepsy, etiology, seizures and convulsions in childhood, drug and surgical treatment, general management, the relationships of drinking and driving to epilepsy, the hereditary factor, marriage and the family, employment concerns, and the community are included. (CD)

ABSTRACT 31939

EC 03 1939 ED N.A.
Publ. Date 71 16p.

Schopler, Eric; Reichler, Robert J. Parents as Coterapists in the Treatment of Psychotic Children.

EDRS not available

Journal of Autism and Childhood Schizophrenia; V1 N1 P87-102 Jan-Mar 1971

Descriptors: exceptional child research; emotionally disturbed; psychotic children; parent role; psychotherapy; autism; therapy

A treatment program for psychotic and autistic children in which parents are helped to function as primary developmental agents is described and evaluated. Research and clinical experience is reviewed suggesting that parents react to their child's developmental disorder, rather than cause the disability. Demonstrations to parents observing through a one-way screen have been focused on corrective approaches to relatedness, competence motivation, cognitive, and perceptual motor functions. Parental participation has also included program sessions and research activities at home. The latter corroborated clinical observations that autistic children responded best to high external structures for acquiring new patterns and to relative freedom to practice those which have been mastered. Initial outcome trends are presented, indicating that parents have been developing effective skills as coterapists. Objective recognition of their children's disabilities has helped to improve family equilibrium. Substantial improvements in participating children have been noted. Optimal or normal levels of development are prognosticated, depending on IQ, consistency of appropriate education, and degree of impairment. (Author)

ABSTRACT 32026

EC 03 2026 ED N.A.
Publ. Date 71 606p.

Noland, Robert L., Comp.

Counseling Parents of the Ill and the Handicapped.

EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$15.75).

Descriptors: exceptional child services; handicapped children; parent counseling; counseling; family counseling; counselor role; special health problems; genetics; physicians; pediatrics

Compiled to serve as a source of information, insights, and techniques for students and professionals in medical, counseling, and related fields, the volume contains 55 articles pertaining to the counseling of parents of handicapped and ill children. The first of seven major sections includes seven introductory articles intended as an orientation to the areas of parent-child-therapist interaction and implications of disability. The next five sections focus on the counseling of parents of the following types of children: mentally retarded; epileptic and cerebral palsied; speech, hearing, and visually handicapped; cardiac, diabetic, hemophilic, and asthmatic; and children with severe or terminal illnesses. The final section deals with genetic counseling and its use with parents of children with genetically based handicaps. In each

section articles discuss such topics as the role of the physician, parent-child and family relationships, individual and group counseling of parents, specific counseling techniques, and other related aspects. (KW)

ABSTRACT 32060

EC 03 2060 ED N.A.
Publ. Date 70 20p.

Ricci, Donald P.; Dolan, David R.
A Training Handbook for Moderately Retarded Children in Self-Help Skills.
Kenosha Unified School District No. 1, Wisconsin

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS not available

OEG-594149-70

BR-00043

Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; self care skills; parent role; hyperactivity; child rearing; guidelines

The text is designed for any person concerned with the daily care and development of moderately retarded children, particularly parents. Techniques to be used in such areas of concern as the teaching of discipline, feeding skills, finger feeding, chewing, straw drinking, drooling and swallowing, toilet training, self help, personal hygiene and health habits, and speech are described. The handbook also provides general points of consideration for parents in the training of educable mentally handicapped children. (CD)

ABSTRACT 32112

EC 03 2112 ED N.A.
Publ. Date Mar 71 11p.

Birenbaum, Arnold
The Mentally Retarded Child in the Home and the Family Cycle.

EDRS not available

Journal of Health and Social Behavior; V12 N1 P55-65 Mar 1971

Descriptors: exceptional child research; mentally handicapped; mother attitudes; parent child relationship; family (sociological unit); parent role; child rearing; parent attitudes

The discussion of family structure, organization, and community participation of families with a mentally retarded child at home is based on interviews with 103 mothers of retarded children. The article focuses upon the adaptations of mothers in particular. Explained is how the problem of managing the child at home is considered to be made routine by emulating conventional parenthood, and thus constructing a normal-appearing life style. Despite their difficulty in treating their children like normal children, which was how the mothers believed a retarded child should be brought up, mothers were able to establish routines in the home. Especially in the early years, the

child could be included in conventional domestic life. Routinization of disability was regarded as more difficult in the future, because the mother's activities in relation to her older retarded child paralleled less and less those of mothers of normal children, and a normal-appearing round of life thus would be less able to be maintained. Mothers' role performances were skewed in the direction of expressive versus instrumental activities, based on advocacy of strategies contrasting with actual behavior and which were intended primarily for claiming that conventional routines were being followed, and based on capacity to meet expectations of other family members. (Author/KW)

ABSTRACT 32116

EC 03 2116 ED N.A.
Publ. Date (69) 11p.

Tupper, LaVerne

Suggestions for Parents of a Mentally Retarded Blind Child.

EDRS not available

Commission for the Blind and Visually Handicapped, New York State Department of Social Services, 1450 Western Avenue, Albany, New York 12203.

Descriptors: multiply handicapped; mentally handicapped; visually handicapped; child rearing; parent education; parent role

General advice for parents of blind mentally retarded children is given in the pamphlet. Suggestions concern such aspects of child rearing as good health practices, professional consultation, family attitudes, and provision of stimulating activities. The recommendations are intended to show how parents can be of most help to their child in his growth and development, both physical and mental. (KW)

ABSTRACT 32117

EC 03 2117 ED N.A.
Publ. Date 58 39p.

Your Gifted Child.

Children's Bureau (DHEW), Washington, D. C.

EDRS not available

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: gifted; child rearing; parent education; individual characteristics; parent role

Addressed to parents of gifted children, the booklet offers suggestions concerning child rearing and how the parents can help their child develop to his fullest potential. Characteristics of gifted children are illustrated by sketches of six typical gifted children and identification of giftedness (by parents and by tests) discussed. Many suggestions concern the attitudes and role of parents and the parent-child relationship, i.e., how to treat the child, how to encourage him without pressuring him, how to see that his talent is not wasted, how to work with his teacher, and how to plan for his future. (KW)

ABSTRACT 32143

EC 03 2143 ED N.A.
Publ. Date 63 14p.

White, Dorothy W.

Home Care of the Hemophilic Child.

EDRS not available

National Hemophilia Foundation, 25 West 39th Street, New York, New York 10018.

Descriptors: exceptional child services; special health problems; child care; parent education; child rearing; medical treatment; hemophilia

Written primarily for the parents of a hemophilic child, the booklet presents practical and helpful information on the correct home care of the child. Available comfort measures are made known, and simple treatments and aids for use when various types of hemorrhage occur are described. Also discussed are items which should be on hand in the home at all times, how best to handle the patient, measures to be taken to prevent deformity, and the proper psychological approach to the problem. Suitable indoor and outdoor activities and hobbies for the child are suggested. (KW)

ABSTRACT 32148

EC 03 2148 ED N.A.
Publ. Date 70 211p.

Segal, Robert M.

Mental Retardation and Social Action: A Study of the Associations for Retarded Children as a Force for Social Change.

EDRS not available

Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Descriptors: exceptional child research; mentally handicapped; parent associations; group structure; national organizations; social change; socioeconomic status; state agencies; group dynamics

The purpose of the study was to examine the role that voluntary parents' associations concerned with the welfare of the mentally retarded have played as a force for social change. Selected for study were the National Association for Retarded Children, three of its autonomous state units and four local units. Data on the structure, membership, and social action strategies of the associations were gathered through printed material, questionnaires, interviews, and attendance at meetings. Examined are the historical development and structure of the associations. Socioeconomic characteristics of the membership are delineated, including a comparison of parents and non-parents of retarded children with regard to their social characteristics, attitudes and degree of participation in the association. Classification of members' retarded children is presented. Social action goals and strategies are examined on a national, state, and local level, and various types of strategies are ranked according to frequency of use and effectiveness. Case studies of three State Offices of Mental Retardation are used to describe the role played by the associa-

tions in the implementation of these agencies. (KW)

ABSTRACT 32170

EC 03 2170 ED N.A.
Publ. Date 71 64p.
Blumenfeld, Jane and Others
Help Them Grow.
EDRS not available
Abingdon Press, 201 Eighth Avenue
South, Nashville, Tennessee 37202
(\$1.75).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent role; parent education; skill development; social development; daily living skills

Although much of the handbook may be useful with different types of handicapped children, it is intended primarily for the parents of young educable and trainable mentally retarded children. Suggestions are provided to assist parents in teaching, in the home, various kinds of basic skills to their children. The suggestions concern family living skills, self-help skills (dressing, toileting, personal hygiene, and feeding), social skills (awareness of self and others, manners, sharing, and safety), communication skills, and sensory and motor skills. The final section, covering further sources of help for parents, lists agencies, national associations, books about handicapped children and mental retardation which would be of particular interest to parents, and books written by parents of handicapped children. (KW)

ABSTRACT 32197

EC 03 2197 ED N.A.
Publ. Date 71 35p.
Kempton, Winifred and Others
Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents.
EDRS not available
Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$0.75).

Descriptors: exceptional child education; mentally handicapped; sex education; parent education; contraception

Advice is offered to parents to help them inform and counsel their mentally retarded child in the areas of love, sex, and birth control, with the goal of preparing the child to develop into an adult able to respond to love when and where appropriate. Parents are advised not to overly shelter their child and suggestions are made concerning what and how parents should tell the child about such topics as puberty, masturbation, dating, sexual intercourse, venereal disease, contraceptive methods, abortion, and marriage. Books containing information and moral guidance about sexuality that can be helpful to any parent are recommended in the pamphlet. (KW)

ABSTRACT 32337

EC 03 2337 ED N.A.
Publ. Date Jun 71 7p.

Kolin, Irving S. and Others
Studies of the School-Age Child with Meningomyelocele: Social and Emotional Adaptation.
EDRS not available
Journal of Pediatrics: V78 N6 P1013-9
Jun 1971

Descriptors: exceptional child research; physically handicapped; anomalies; emotional adjustment; family attitudes; parent attitudes; social adjustment; meningomyelocele

Thirteen school-age children with meningomyelocele and their families underwent intensive social service interviews and psychiatric evaluation. A good to fair adaptation was found in seven of the children and in five of the parents. Divorce or separation occurred in six of the families studied. Both parents and children used a wide variety of adjustment mechanisms. Social and emotional factors appeared to be stronger determinants of adaptation than severity of physical impairment. Communication between the physician and the family was crucial in the adjustment process. The data indicate a need for initial and long-term family support. Psychiatric screening is valuable in identifying patients in need of help. Timely intervention could serve to modify psychopathology and improve the chance for a more successful adaptation. (Author)

ABSTRACT 32352

EC 03 2352 ED N.A.
Publ. Date 71 242p.
Buckler, Beatrice
Living with a Mentally Retarded Child.
EDRS not available
Hawthorn Books, Inc., 70 Fifth Avenue,
New York, New York 10011 (\$6.95).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent education; directories; clinics; residential programs; institutions

Intended to assist parents who are raising a mentally retarded child at home, the book contains information on practical aspects of home training. Following a discussion of the diagnosis and causes of mental retardation, suggestions are presented on such aspects of child-rearing as discipline, toilet training and other self-care skills, good manners and acceptable social behavior, playmates and playthings, types of educational programs, sex education, and vocational concerns. Over one half of the book consists of appendices which list diagnostic centers and residential facilities throughout the country, providing pertinent data about each, and which offer a bibliography of publications on mental retardation and a bibliography on the education of the mentally retarded. (KW)

ABSTRACT 32358

EC 03 2358 ED N.A.
Publ. Date 68 12p.
Gendel, Evalyn S.
Sex Education of the Mentally Retarded Child in the Home.

EDRS not available
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011.

Descriptors: exceptional child education; mentally handicapped; sex education; parent role; counseling; family attitudes

The booklet's discussion of sex education for mentally retarded children is based on the concept of sex education as education about human sexuality. Sex is defined as something one is, not something one does, and in this context sex education is tied to self-understanding and concerns learning about the totality of being human. How this education proceeds in the family setting is explained, and it is pointed out that the retarded child needs neither overprotection nor overexposure to the sexual implications of family life. Generalized suggestions referring primarily to mild retardation and to normally intelligent, accepting families are offered to assist professionals in various disciplines who may be involved in counseling relationships with families containing a retarded child. (KW)

ABSTRACT 32376

EC 03 2376 ED 050 533
Publ. Date 70 28p
Wieder, Daniel; Hicks, John
Evaluation of an Early Intervention Program for Neurologically Impaired Children and Their Families.
United Cerebral Palsy of Queens, Inc.,
Jamaica, New York
Association for the Aid of Crippled Children, New York, New York
EDRS mf.hc

Descriptors: exceptional child research; neurologically handicapped; cerebral palsy; parent counseling; program evaluation; intervention; child development; parent attitudes; counseling effectiveness; emotional adjustment

The final project report evaluates services to young infants and their parents in an early intervention program for neurologically handicapped (cerebral palsied) children. Following a general report of the 1969-70 activities, evidence from evaluation research in three areas is presented. Studied were the effects of group therapy on the parents of infants, the effects of the program on the emotional adjustment of the parents and their attitudes toward raising children, and effects of the program on the physical, social-emotional, and intellectual development of the 23 children, ages 9-44 months, who participated in the intervention program two mornings per week. Evidence suggested that in general the parents became less apprehensive and more self-assured in their reactions. Adjustment to the crippled child appeared to be more difficult for the mother than the father, and mothers had more need of counseling services. The program was more successful in affecting the adjustment and attitudes of mothers than fathers.

Positive shifts were recorded in mothers' attitudes toward the child's disability and toward themselves. Pre- and posttesting with the Children's Developmental Schedule, and experimental rating scale, showed significant growth in the areas of physical, social and emotional, and intellectual growth in one of the two groups of children. (KW)

ABSTRACT 32456

EC 03 2456 ED N.A.
Publ. Date 70 24p.

Parent Education.

Conference of Executives of American Schools for The Deaf, Washington, D. C.

EDRS not available

Conference of Executives of American Schools for The Deaf, 5034 Wisconsin Avenue, N. W., Washington, D. C. 20016 (\$0.50).

Descriptors: exceptional child education; aurally handicapped; parent education; child rearing; parent attitudes

Articles by parents or children of deaf persons and by professionals in the field of education or services for the deaf present information helpful to parents of deaf children. Suggestions for child management and for teaching young deaf children at home are offered. Acceptance, rejection, and over-protection by parents is discussed, as are hearing aids for children, the importance of a partnership between parents and a school for the deaf, and vocational opportunities. Some fallacies about the deaf are clarified and hints for parents (do's and don'ts concerning their attitudes and actions toward their deaf child) are listed. (KW)

ABSTRACT 32469

EC 03 2469 ED N.A.
Publ. Date 71 5p.

Bryant, John E.

Parent-Child Relationships: Their Effect on Rehabilitation.

EDRS not available

Journal of Learning Disabilities; V4 N6 P325-9 Jun-Jul 1971

Descriptors: exceptional child research; speech handicapped; parent child relationship; parent attitudes; parent counseling; emotional adjustment

The paper explores the three parent-child relationships most frequently observed in a clinical setting in the author's practice with children who have congenital speech disorders: parents who accept their children and their disorders, parents who reject their children and their disorders, and parents who compensate for their reactions to their children and their disorders. Shown is how compensation, which manifests itself out of a combination of acceptance and rejection of the child and his problem, impedes habilitation and rehabilitation. Several recommendations are made concerning early counseling of parents of handicapped children. (Author/KW)

ABSTRACT 32473

EC 03 2473 ED N.A.
Publ. Date 71 272p.

Smith, Robert M.

An Introduction to Mental Retardation.

EDRS not available

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 (\$7.95).

Descriptors: mentally retarded; child development; child rearing; behavior patterns; individual characteristics; clinical diagnosis; mental retardation; parent education; exceptional child education

The relatively nontechnical discussion of mental retardation is directed to students, teachers, and others interested in mental retardation. Many sections are specifically aimed at parents of retarded children. An introductory overview chapter considers some of the broad questions and general management techniques related to mental retardation. The major portion of the book consists of chapters focusing upon each of the particular developmental periods in the life of a retardate: the prenatal period and infancy, preschool years, elementary school years, adolescence, and adulthood. Attention is given to chief characteristics of a retarded person at each stage, diagnoses and management techniques appropriate for each period, and other relevant issues. Emphasis is on behavioral rather than medical details. Chapters are organized in a question and answer format. Questions are the result of tabulation and classification of a survey conducted to determine the kinds of questions various persons had about mental retardation. Appended are a discussion of issues pertaining to mental retardation research and a summary of recommendations for planning, developing, and coordinating programs for the mentally retarded. (KW)

ABSTRACT 32575

EC 03 2575 ED N.A.
Publ. Date 71 224p.

Ayrault, Evelyn West

Helping the Handicapped Teenager Mature.

EDRS not available

Association Press, 291 Broadway, New York, New York 10007 (\$6.95).

Descriptors: handicapped children; adolescents; maturation; personal adjustment; social relations; emotional problems; sexuality; vocational adjustment; parent education

Written for parents, teachers, therapists, and the handicapped teenager or young adult himself, the book is intended to help the handicapped person deal with common daily problems and manage the difficult adolescent years. Attention is given to ways and means by which handicapped adolescents can achieve the independence and maturity necessary to face the responsibilities of adulthood. Achievement of independence through increased experience and enhanced self-esteem is encouraged. Some of the broad

areas discussed include frustration, personality problems, psychological assistance, problems of handicapped girls, problems of handicapped boys, self-care skills, sex education and sexual urges, education and vocational training, social maturity, and recreation. Appended are directories of rehabilitation services, camps for the handicapped, and colleges having special facilities for handicapped students. (KW)

ABSTRACT 32669

EC 03 2669 ED N.A.
Publ. Date 60 187p.

Play It By Ear. Auditory Training Games.

John Tracy Clinic, Los Angeles, California

National Institute of Neurological Diseases and Blindness (NIH), Bethesda, Maryland

EDRS not available

John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, California 90007.

Descriptors: exceptional child education; aurally handicapped; auditory training; games; parent role; parent education; listening skills; auditory perception

The manual of auditory training activities is addressed primarily to parents of deaf and hard of hearing children, although teachers of young deaf children may also find it of value. The purpose of the auditory training activities, which are all in the form of games, is to help the child develop good listening habits and to improve his auditory discrimination. A wide variety of simple games that will be fun for a child to play and which will hold his interest have been included. The book is organized around sources and aspects of sound: sounds, music, voice, distance, and direction of sound source. A number of activities for each category are presented, with the purpose indicated, the material needed described, instructions on how to play the game given, and variations which can be used to maintain the child's interest suggested. Within each of the five areas games are presented in a general order of increasing difficulty. (KW)

ABSTRACT 32697

EC 03 2697 ED N.A.
Publ. Date 71 9p.

Galloway, Charles; Galloway, Kay C.

Parent Classes in Precise Behavior Management.

EDRS not available

Teaching Exceptional Children; V3 N3 P120-8 Spr 1971

Descriptors: exceptional child education; trainable mentally handicapped; behavior change; charts; parent role; precision teaching; parent education; mentally handicapped; measurement techniques

Described are parent classes in precise behavior management for parents of severely retarded children, in which parents were taught how to use the mea-

surement tools of precision teaching to increase the frequency of desirable behaviors and decrease the frequency of undesirable behaviors in their children. Strategies and principles for developing such parent classes are enumerated. Instructions given to parents for recording on Standard Behavior Charts the frequency of the selected behavior and for using the chart as an evaluation tool in their behavior management project are summarized. A behavior chart accompanies the description of a sample parent behavior modification project, in which a 7-year-old PKU boy's incessant rocking behavior was successfully decreased with the help of the tools of precise behavior management. (KW)

ABSTRACT 32808

EC 03 2808 ED N.A.
Publ. Date 71 182p.
Tinker, Miles A.

Preparing Your Child for Reading.

EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 100017 (\$5.95).

Descriptors: parent role; reading readiness; reading; preschool children; perceptual development; vocabulary development; language development

Written to help parents prepare their children for reading, the text concerns preschool experiences that are basic to learning to read. Emphasis is placed on maintaining a good parent-child relationship and on turning everyday chores into learning experiences. Topics discussed are: attitudes and emotions, looking ahead to reading, informal evaluation of the child's capabilities, everyday experiences in the home and experiences outside the home, the role of language facility, learning listening, perception, physical development and maturation, book experience, the 5 and 6-year-old, and reading in the kindergarten. The involvement of the teacher with the parent and child in the educational process and some general conclusions are examined. Appendixes list books to read together and materials or equipment to be utilized. (RJ)

ABSTRACT 32867

EC 03 2867 ED N.A.
Publ. Date 71 106p.
Schoonover, Melvin E.

Letters to Polly: On the Gift of Affliction.

EDRS not available
William B. Eerdmans Publishing Company, 255 Jefferson Avenue, S. E., Grand Rapids, Michigan 49502 (\$3.95).

Descriptors: physically handicapped; special health problems; parental aspiration; parent child relationship; personal adjustment; peer relationship; social problems; osteogenesis imperfecta

Melvin Schoonover and his daughter Polly are both victims of a rare bone disease called osteogenesis imperfecta, in which improper calcium distribution causes

thin, brittle bones that break easily. Innumerable fractures, hospitalizations, and other physical discomforts lead to frustrations, pain, and loneliness. The father writes his hospitalized daughter five letters on experiences and feelings about being a cripple. Since he cannot spare his daughter the pain and suffering of being handicapped, he writes about positive and creative ways of living with it. He writes of his personal liberation from the frustrations and limitations of being physically handicapped, which he realizes through extensive world travel, avid education, and his Christian ministry. He concludes with thoughts on political and racial freedoms. (CB)

ABSTRACT 32901

EC 03 2901 ED N.A.
Publ. Date Aug 71 5p.
Andronico, Michael P.; Blake, Irwin

The Application of Filial Therapy to Young Children with Stuttering Problems.

EDRS not available
Journal of Speech and Hearing Disorders; V36 N3 P377-81 Aug 1971

Descriptors: speech handicapped; stuttering; speech therapy; parent role; play therapy; parent influence

Described is filial therapy, a method of teaching parents to conduct nondirective play therapy sessions at home with their children. This approach is discussed along with its potential application to children with stuttering problems. Emphasis is on helping parents to become constructively involved in the treatment of their children and to deal with their own emotional reactions to their stuttering children. In addition to directly helping the child through play therapy, a major emphasis in filial therapy is to have the parents view the child as a whole, rather than placing emphasis on one aspect of behavior, i.e., his stuttering. (Author)

ABSTRACT 32936

EC 03 2936 ED N.A.
Publ. Date 71 163p.
Bleiberg, Aaron H.; Luebling, Harry E.

Parents Guide to Cleft Palate Habilitation: The Team Approach.

EDRS not available
Exposition Press, Inc., 50 Jericho Turnpike, Jericho, New York 11753 (\$7.50).

Descriptors: exceptional child research; speech handicapped; cleft palate; cleft lip; parent role; parent child relationship; interdisciplinary approach

Written primarily to help parents of children with clefts fulfill their important role in the habilitation process, the book integrates, in nontechnical language, the findings of a research study conducted by the authors concerning the role and responsibilities of parents in the team approach to cleft palate habilitation. Typical problems of the child with a cleft are first discussed. Then the modern-day team approach to cleft palate habilitation

is discussed, with emphasis on the roles of numerous specialists. Procedures in cleft palate habilitation are explained, as well as the causes of cleft lip and cleft palate. The authors then relate the child's emotional and speech development to one another. The parent's role and responsibilities in cleft palate habilitation are explained, followed by discussion of a nationwide survey of cleft palate centers and the problems most often encountered by parents. A short bibliography of recommended reading for parents is appended, in addition to an extensive glossary of terms commonly used in cleft palate habilitation, and a list of cleft palate terms accepted by the American Cleft Palate Association. (CB)

ABSTRACT 33003

EC 03 3003 ED N.A.
Publ. Date 71 34p.
Berg, J. M.

Genetic Counseling in Relation to Mental Retardation. Proceedings of a Symposium (Middlesex Hospital Medical School, March 28, 1969).

EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (\$2.00).

Descriptors: exceptional child services; mentally handicapped; counseling; counseling effectiveness; counselor role; heredity; parent attitudes; parent counseling

Presented are two papers on genetic counseling in relation to mental retardation. The first paper discusses three genetic counseling objectives: advising parents of risks of abnormality in future children; alerting the medical profession to special risks in unborn children; reducing the number of children born with genetic predisposition to serious abnormality including mental subnormality. Information required for counseling, kinds of risk estimates possible, and a follow-up of parents given genetic counseling are featured. The second paper discusses genetic counseling needs for detailed understanding of relevant genetic principles, for intimate knowledge of special clinical features of particular situations, for investigations by various professionals to give a total evaluation, and for an appreciation of what parents can understand, fail to understand, or want to understand. Parental attitudes, estimations of genetic risks, and heterogeneity of syndromes are taken into account. (CB)

ABSTRACT 33012

EC 03 3012 ED N.A.
Publ. Date 71 12p.
Brown, Bertram S.

Mental and Emotional Illnesses in the Young Child.

National Clearinghouse for Mental Health Information (DHEW), Chevy Chase, Maryland
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; schizophrenia; behavior problems; parent influence; parent attitudes

Written to inform parents of the general nature of emotional disturbances in childhood, the article briefly discusses schizophrenic and socially deviant behavior in childhood, with emphasis on anti-social behavior characterized by persistent hostility and hyperaggression. Possible causes of schizophrenia and socially deviant behavior are mentioned, again with emphasis on the socially maladjusted child. Partially completed research suggests that parents may serve as models for socially deviant behavior, may consciously or subconsciously permit such behavior, and may view their child as a destructive creature. (CB)

ABSTRACT 33028

EC 03 3028 ED 053 524
Publ. Date Jan 70 79p.
Rickert, Devoe C.; Morrey, James G.
Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report.
Utah State University, Logan
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf.hc
OEG-8-9-542135-2023(032)

Descriptors: exceptional child research; parent role; precision teaching; parent education; mentally handicapped; behavior change; child rearing

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)

ABSTRACT 33054

EC 03 3054 ED N.A.
Publ. Date Aug 71 20p.
Esche, Jeanne; Griffin, Carol
A Handbook for Parents of Deaf-Blind Children.
EDRS not available
Rehabilitation Teacher; V3 N8 P3-22 Aug 1971

Descriptors: exceptional child education; multiply handicapped; deaf blind; infancy; preschool children; child rearing; child development; guidelines; parent education

The practical, nontechnical handbook for parents of deaf-blind children focuses on helping the child develop and prepare for school. Parents are encouraged to pay much attention to the child, not to compare their child's progress with that of other deaf-blind children, not to punish the child for mannerisms, to help the child discover his surroundings, to help the child sit up and walk, to establish a definite 24-hour routine, to acquaint the child with water, to introduce solid foods early, to familiarize the child with his clothes, to confine all toilet training to the bathroom, to discipline the deaf-blind child the same as normal children in the family, to expose the child to as much vibration and sound as possible, to introduce many new toys to the child, to keep visual and hearing aids on the child, to keep the aids clean and in repair, and to let the entire family help the child. (CB)

ABSTRACT 33068

EC 03 3068 ED N.A.
Publ. Date 71 287p.
Aas, Kjell
The Allergic Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.75).

Descriptors: exceptional child services; special health problems; allergy; asthma; medical treatment; medical evaluation; medical case histories; etiology; disease control; parent education

Written primarily for parents and those people having contact with allergic children, the book presents information to improve the understanding and treatment of allergic children. Allergic diseases are defined as illnesses of special reactions. Emphasis is placed on more serious or difficult allergic reactions in both the general discussion and the case histories. Topics discussed are the role of allergens in causing allergic diseases, allergy prophylactic measures, threshold mechanisms, allergic rhinitis, hay fever, seasonal rhinitis, pollen allergies, asthma, bronchitis, allergic skin diseases, allergic shock, serum sickness, allergic eyes, headache, mental factors in allergic diseases, environmental factors, allergy diagnosis, general instructions for elimination and provocation diets for allergy, allergen elimination, hyposensitization, medicinal effects and side-effects, physical treatment and gymnastics for asthmatics, prophylactic vaccines, use of gamma-globulin and fluoride, growing out of allergies, the school and the allergic child, and allergy and choice of vocation. (CB)

ABSTRACT 33074

EC 03 3074 ED N.A.
Publ. Date 9 24p.
The Child with a Speech Problem.

Social and Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau

EDRS not available

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.25).

Descriptors: exceptional child education; speech handicapped; speech improvement; parent role; parent education

Designed for parents, the brief pamphlet gives a general introduction to common speech problems in children. Each speech problem is accompanied by suggestions for parental help. Problems covered are articulation, stuttering, voice disorders such as hoarseness and nasality, retarded speech development, cleft palate, and cerebral palsy. General hearing problems are also mentioned, due to the importance of hearing in the learning of speech and language. (CB)

ABSTRACT 33105

EC 03 3105 ED N.A.
Publ. Date 71 165p.
Blodgett, Harriet E.
Mentally Retarded Children: What Parents and Others Should Know.
EDRS not available
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 (\$5.95).

Descriptors: mentally handicapped; parent role; parent attitudes; family problems; language development; intelligence tests; exceptional child education; emotional adjustment; parent education; child rearing

Written to help parents and teachers understand mental retardation, the text offers factual information and guidance to assist in the development of emotional maturity needed to cope with the problems of caring for a retarded child. The dimensions and causative factors are discussed, and intelligence tests and their results are explained. Establishing expectations for the children, the ways in which they learn, speech and language development, the importance of feelings, and capitalizing on social assets are examined. How to make better use of professional help is considered as are the purposes of special education, problems of family living, the adolescent years, and planning for the future. A discussion of the emotional problems in acceptance and adjustment is especially directed to parents. (RJ)

ABSTRACT 33179

EC 03 3179 ED 054 559
Publ. Date 69 114p.
Rotter, Paul
A Parent's Program in a School for the Deaf.
EDRS not available
Alexander Graham Bell Association for the Deaf, Inc., 1537 35th Street, N. W., Washington, D. C. 20007 (\$4.25).

Descriptors: exceptional child education; aurally handicapped; parent associations; parent role; school role; parent school relationship; parent education

The monograph is aimed at helping groups of parents associated with schools or classes for deaf children who form associations with a view toward improving both existing programs and their own efforts at raising a deaf child. Presented first is a broad view, based on a survey of related literature within the last decade, of parents' programs. Discussed are the importance of involving parents in the educational process, means of establishing school-home communication, the nature of parents' programs and the role of parents and school in them, a mental health approach for professionals to take in attempting to meet parents' needs, a survey of types of parents' activities, and the origin of parent education in U.S. schools. Following this general presentation, the parents' program of the Lexington School for the Deaf in New York City is detailed. Covered are inception, the school's view, scope of program, parents' role, organization of parents' association, officers' duties, and committee activities. Listed are sources to consult for help in strengthening parents' programs. Meeting schedules and other information on the Lexington parents' program are appended. (KW)

ABSTRACT 33195

EC 03 3195 ED N.A.
Publ. Date Oct 71 5p.
Kaplan, Bert L.

Counseling with Mothers of Exceptional Children.

EDRS not available
Elementary School Guidance and Counseling; V6 N1 P32-6 Oct 1971

Descriptors: exceptional child services; handicapped children; mothers; parent counseling; mother attitudes; emotional adjustment; counselor role; elementary school students

Feelings of mothers of exceptional children and the implications they have for elementary school guidance counselors and the counseling process are dis-

cussed. Examined are mothers' emotions of anger, arising from the feeling that she has been cheated, from frustrating interactions with professionals, and from the disappointing approach of the schools. It is pointed out that these angers are based in reality, and should not be interpreted as pathological. Also considered are mothers' feelings of inadequacy, self-deprecation, and guilt. Counselors are advised to be sensitive to the reality bases of mothers' feelings and to their chronic nature, and to provide help by stressing current reality until the mothers can accept the dependency of the counseling relationship. Then feelings can be elicited and legitimized, and how they influence behaviors toward the children can be explored. (KW)

ABSTRACT 33205

EC 03 3205 ED N.A.
Publ. Date 71 255p.
Beltz, Stephen E.

How to Make Johnny Want to Obey.

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95).

Descriptors: discipline; discipline problems; behavior change; parent role; child rearing; positive reinforcement; parent education; motivation techniques

The approach to child discipline used adopts the technology of behavior modification for use by parents as a general system of behavior management and motivation. The approach is based on the creative use of incentives to increase motivation and obtain cooperative behavior, i.e., getting the child to do what the parent wants him to do. Important differences between systems of bribery and of incentives are explained. In addition to explaining techniques, the background and reasons behind each step are clarified. Part I, The Why of Behavior, explains what a family is and why it can experience difficulty with children. The What of Behavior, Part II, provides an understanding of the basic principles of behavior. The third part, The How To of Behavior, offers an overview of the var-

ious ways in which behavior can be modified, with major emphasis on the home contract system, which has the greatest applicability in the management, motivation, and modification of children's behavior. The final part, The Why Not of Behavior, treats the role of children in society and the family and clarifies the basic philosophy of the behavioral approach. (KW)

ABSTRACT 33240

EC 03 3240 ED N.A.
Publ. Date Sep 71 7p.
Meadow, Kathryn P.; Meadow, Lloyd

Changing Role Perceptions for Parents of Handicapped Children.

EDRS not available
Exceptional Children; V38 N1 P21-7 Sep 1971

Descriptors: handicapped children; parents; parent attitudes; role perception; role learning; socialization; emotional adjustment

Socialization to the role of parent of a handicapped child, usually a traumatic and conflict producing experience, is examined. It is pointed out that there are both instrumental (technical) aspects of the role to be learned and expressive (emotional) aspects of the role to be assimilated, and both aspects of this role change need resolution. Seen as serving as agents of parent socialization due to their participation in the process are physicians, teachers, other professionals, parents of other handicapped children, and handicapped adults. A consideration of the effects of parent and child status on the socialization process indicates that the transition in role perception is influenced by the socioeconomic status, age, religion, and physical characteristics of the parents and by the sex and birth order of the child. It is stated that an understanding of the influence of these factors should assist the agents of socialization in helping parents, and in turn the handicapped child, make an effective adjustment to the handicap. (Author/KW)

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The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due

to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.